

THE ANALYSIS OF PASSIVE-AGGRESSIVE BEHAVIOR ON ISLAMIC ADOLESCENTS FROM SINGLE-PARENT FAMILIES

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ABSTRACT

This study aimed to generally describe the passive-aggressive behavior adolescents can develop from the parenting style of single-parent families. Adolescents who live with a single parent have a risk of delinquency compared to adolescents who are cared for by intact parents. Based on observations, interviews, and the results of passive-aggressive questionnaire data, the condition of Muslim adolescents raised by single parents causes them not accustomed to expressing their thoughts and feelings freely. This was a quantitative research with the preparation of a review protocol using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta Analyses) method which included data search techniques using the keywords "passive-aggressive" applied to the data source. The data in this study were obtained through a passive-aggressive behavior questionnaire with a Likert scale and a sample of 36 students from single-parent families at SMKN 1 Enam Lingsung. The result of the study showed that passive-aggressive behavior was in the high category, which means that students have passive-aggressive behavior needed to be intervened so that students could avoid maladaptive behavior. The issue was responded to immediately by the teachers in schools, especially by the school counselor by implementing services to reduce passive-aggressive behavior and help students develop more optimally.

Keywords: Adolescent, Passive-Aggressive, Single-Parent

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INTRODUCTION

Adolescents expect a complete family to get full attention and affection from both parents. Adolescents who grow up in families that are not intact or are single parents have major challenges in facing adolescent developmental tasks as a result of only getting one of the parental roles. Ideally, adolescents can fulfill their developmental tasks, express feelings openly, solve problems with other people, and have high self-esteem without being pressured by those who dominate. The fact that occurs in adolescents who are raised in single-parent families has a risk of pathological symptoms in adolescent psychology. Data on single-parent families in Indonesia published by the inter-census

population survey of the Central Statistics Agency (SUPAS BPS) showed that in 2022, 86.44% of single mothers are the heads of families, while only 4.27% of male heads of household in Indonesia are single fathers (SUPAS BPS, 2022). It showed that the number of single fathers is much less than the number of single mothers.

The phenomenon of children or adolescents living with single parents has an adverse impact on the behavior patterns of children or adolescents themselves (Hasanah, 2020; Aisy & Purba, 2020). It provokes children or adolescents to be likely to hold back their feelings, feel pressured by parties who are considered dominant, form introverted personalities, have difficulty in expressing

negative feelings, often avoid problems, and show passive-aggressive behavior patterns. The research by Hetherington & Elmore (2003) revealed that adolescents in divorced families (single parents) are at high risk of experiencing psychological development, behavior, and social and academic problems compared to children in intact (non-divorced) families. In addition, children in divorced families will experience changing conditions, negative emotional tendencies, and aggressive behavior (Srinahyanti, 2018; Ramadhani & Krisnani 2019; Fitri, & Nashori, (2021). Lemmy, 2021; Fatmawati, & Kasmiasi, 2022). Passive-aggressive behavior can also negatively impact mental health, leading to self-harm, depression, eating disorders, and stress-related disorders, such as acute stress disorder (McCann, 1988; Rotenstein, 2007). Parents who have low economic conditions tend to use practical parenting and rely on the involvement of experts (parents or teachers) to make up for the lack of time given to take care of their children (Dewi, Surbakti, & Nasution, 2022). Correspondingly, according to Rudd et al. (2006), it is associated with anxiety, depression, hopelessness, suicide, and substance misuse. Thus, passive-aggressive behavior has a negative impact on the mental health of a person and others.

The importance of research on passive-aggressive is to help change the mindset of adolescents in conflict management that influences an individual's mental health (Wetzler & Morey, 1999). In line with that, passive-aggressive behavior can interfere with individual success related to interpersonal relationships, education, and work (Pretzer & Beck, 1996). Based on the phenomena that occur above, it further confirms the need for the efforts of the counseling teacher/counselor to develop the practice of guidance and counseling services to develop the potential of students so that passive-aggressive personalities are prevented and not formed

(Wetzler & Morey, 1999; Palmer, 2011; Zola, Suhaili, Karneli, & Netrawati, 2022).

Based on the results of the initial survey using The Passive Aggression Scale (PAS) (Lim & Suh, 2022) conducted on January 23 - February 3, 2023, a sample of 36 students who had single-parent families at SMKN 1 Enam Lingkung stated that 33% students agreed to give silent treatment to someone who made them uncomfortable, 33% of the students revealed that they deliberately avoid eye contact with someone they didn't like, 50% of them admitted that when they met someone they did not like, they tend to suppress their anger rather than attack back. Based on a preliminary study using a survey about passive-aggressive behavior found at SMKN 1 Enam Lingkung, it can be concluded that follow-up or prevention efforts to reduce passive-aggressive behavior need to be conducted.

Based on data from the results of counseling conducted by school counselors at SMKN 1 Enam Lingkung from January to June 2023, from 50 referral clients, it showed that overall, the students had academic problems. From the information obtained from 22 non-referential clients, 12 clients had a tendency related to passive-aggressive behavior which was one of the initial diagnoses of problems experienced by students. It can be concluded that non-referral clients tend to behave passive-aggressively more than referral clients.

Some of the passive-aggressive behaviors based on the interviews with 5 students include holding anger when dealing with someone who has power, feeling helpless or being obedient to other students who are dominant in the class, making satire on social media with anonymous names as a form of anger and disappointment to those who make them uncomfortable.

Based on the phenomena that occur above, it further confirms the need for the

counseling teacher/counselor to develop the practice of guidance and counseling services so that passive-aggressive personalities are prevented and not formed (Wetzler & Morey, 1999). The goal is to avoid passive-aggressive behavior so that views, feelings, and tendencies do not exhibit passive-aggressive behavior and develop an assertive attitude. The efforts that the school counselor can do to reduce passive-aggressive behavior are by conducting counseling sessions. In addition, various parties, including parents and educational institutions, are also needed to support students to change behavior (Nugraha & Rahman, 2017).

Based on the results of follow-up interviews with the counseling teacher at SMKN 1 Enam Lingkungan on October 20, 2022, who supported class X students in the 2022/2023 academic year, information was obtained that the counseling teacher had provided guidance and counseling services to students on the topic of reducing aggressive behavior at school with the aim that students can recognize the types of aggression and their psychological impact on themselves and others, both in classical and individual forms. However, counseling teachers have not effectively provided guidance and counseling services related to aggressive behavior with passive-aggressive types of behavior in classical or group forms.

Based on this information, passive-aggressive behavior is still widely practiced by students, so researchers are encouraged to study more deeply about passive-aggressive behavior in education. Schools can play an active role in helping students change negative behavior into positive behavior through the implementation of counseling by guidance and counseling teachers at school (Muslim & Karneli, 2019). Counseling will be effective if the implementation of counseling uses approaches that are considered relevant based on theoretical studies. Several forms that have

been widely studied previously to handle passive-aggressive behavior are cognitive behavior therapy (Beck et al., 2011), cognitive therapy, behavioral, and psychodynamic approaches (Magnavita, 1993; Tolin, 2010; Stanley et al., 2009), assertiveness training (Perry et al., 1982), cognitive therapy (Paula et al., 2010), and many more. Until now, one of the most widely used interventions to reduce passive-aggressive behavior is cognitive behavior therapy, which is specifically used to reduce passive-aggressive behavior (Beck et al., 2004; Kantor, 2017; Driscoll et al., 2004). The school responds to that issue immediately, especially the school counselor, by implementing services to reduce passive-aggressive behavior to help students develop more optimally.

RESEARCH METHODS

This type of research is quantitative research with a descriptive approach. In descriptive research, several databases to find the description of the studies to be discussed are explored and the population, intervention, control, and outcome are determined as the unit of analysis used in this systematic literature review. The preparation of a review protocol using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta Analyses) method includes data search techniques using the keywords "passive-aggressive" applied to data source titles such as Sage Journals, ScienceDirect, Psychiatry online, JAMA Network, Pubmed, Wiley Online Library, and BMJ Open. The search was carried out from May 7, 2023, to August 14, 2023, with the writing team. Furthermore, the instrument in this study used a passive-aggressive behavior questionnaire which was distributed directly to students. The data in this study were analyzed using descriptive analysis by calculating the percentage of the results of the scores that have been obtained through the distribution of passive-aggressive behavior

questionnaires to 36 samples from single-parent families in SMKN 1 Enam Lingsung.

RESULTS AND DISCUSSION

The findings of the data search about passive-aggressive were then recorded into a PRISMA flow diagram.

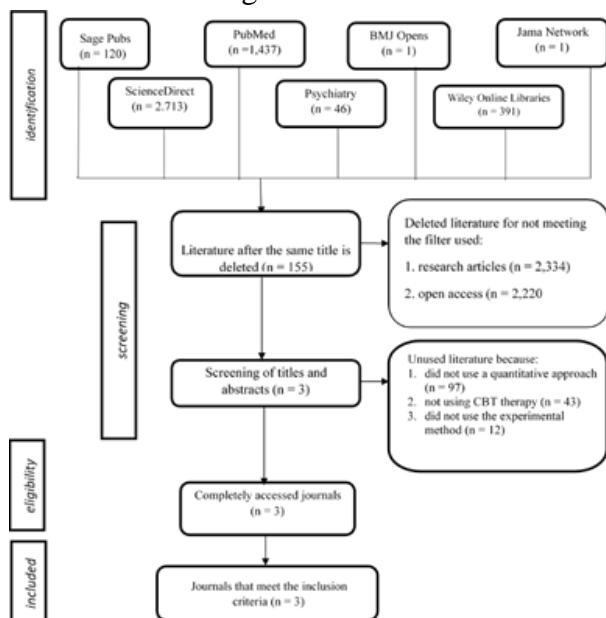


Figure 1. PRISMA flow diagrams

Cognitive behavior therapy applied to reduce passive-aggressive behavior has a variety of ways of treatment. Kantor (2017) in his study focused on passive-aggressive behavior in terms of feelings of anger. The application of cognitive behavior therapy sessions to reduce passive-aggressive behavior includes 1) recognizing hidden feelings of anger, 2) reconnecting the client's feelings to the client's mind, 3) listening to body language, 4) setting healthy boundaries, 5) communicating assertively, 6) reframe the conflict, 7) interact with full awareness, 8) deactivate the enabler.

Driscoll et al. (2004) focused on the symptoms of passive-aggressive personality disorder that appeared during therapy. Cognitive behavior therapy is given using group dynamics. The challenge in treatment was that the client did not complete the assigned homework because he wanted to

avoid disclosing negative feelings about the homework given. Even though it took a difficult time, the therapist is expected to be patient with the client's condition until there is an increase in each given CBT session.

Beck et al. (2004) used cognitive behavior therapy to reduce passive-aggressive behavior by emphasizing changes in 3 aspects of beliefs, namely, 1) core beliefs, 2) conditional beliefs, and 3) compensatory beliefs. Specific interventions to reduce passive-aggressive behavior can use CBT techniques, namely assertiveness training (assertive training), self-monitoring and other monitoring (self-monitoring and monitoring from others), social skills and communication training (social skills and communication training), and anger management.

The research articles reviewed in this systematic literature review are not immune from the limitations that have been included in each article. Kantor (2017) has the limitation that therapists deal with the challenges of clients who have problems with interpersonal anger by focusing on the problematic temperament that underlies the individual, especially those associated with hypersensitive clients. The challenge in treatment was that the client did not complete the assigned homework because he wanted to avoid disclosing negative feelings about the homework given. Even though it takes a difficult time, the therapist is expected to be patient with the client's condition until there is an increase in each given CBT session (Driscoll et al., 2004).

Based on the articles reviewed, cognitive behavior therapy can significantly reduce passive-aggressive behavior over time (Kantor, 2017; Driscoll et al., 2004; Beck et al., 2004). The passive-aggressive validity diagnosis needs updating for future research development (Fine et al., 1992; Rotenstain et al., 2007; Papageorge et al., 2009; Laverdiere et al., 2019; Lewis et al., 2021; Lim & Suh, 2022), and it needs to be criticized that the

results of this study tend to be related to other personality disorder symptoms, so it is necessary to limit criteria in this passive-aggressive behavior. (Rotenstein et al., 2007; Czakowski et al., 2008; Hopwood., et al. 2012).

Based on the literature review and systematic review approach, researchers need to learn the factual conditions of adolescents from single-parent families and the pretest results of the passive-aggressive behavior that researchers have carried out at SMKN 1 Enam Lingkungan. The results obtained from calculating the percentages were interpreted by the score through the interval table 1 below:

Table 1
Score Interpretation Criteria of Passive-aggressive
(n=36)

Category	Score on Passive-Aggressive Behavior		
	Intervals	f	%
Very High	109-130	6	16,67
High	89-108	20	55,55
Moderate	68-88	6	16,67
Low	48-67	4	11,11
Very Low	26-47	0	0
TOTAL		36	100

Based on Table 1, there were 20 out of 36 students whose passive-aggressive behavior level was in the high category with a percentage of 55.55%. So it could be concluded that the passive-aggressive behavior of adolescents from single-parent families was in the high category.

The passive-aggressive dimensions are helpless self-experience, perception of dominating authority figures, and uncooperative behavior (Hopwood & Wright, 2012). The results of the study found that overall passive-aggressive behavior, dimensions of students' helpless self-experience, perception of dominating authority figures, and uncooperative behavior were in the high category.

The description of passive-aggressive behavior of students from single-parent families in the experimental group before attending Cognitive Behavior Therapy group counseling was in the high category. A high level of passive-aggressive behavior indicated students would be negatively impacted if passive-aggressive behavior was not addressed. Passive-aggressive behavior carried out by students was influenced by understanding passive-aggressive. Students will apply passive-aggressive if they perceive and believe that the action is positive and believe that others are safe if they do it so that what they believe affect their behavior.

Students who think and believe that passive-aggressive is behavior that will not hurt others physically, verbally, or socially and feel that avoidance will solve problems temporarily will result in actions that will be taken. Students will tend to display passive-aggressive behavior because it has been patterned in the mind that passive-aggressive can solve problems by avoiding and suppressing negative feelings in themselves. So passive-aggressive behavior needs special handling so as not to fall into other mental health disorders. The first step for students to avoid abnormal personality disorders is to reduce passive-aggressive behavior.

Analyzing the issue of passive-aggressive behavior that occurs, Wetzler & Morey (1999) stated that many factors influence the formation of passive-aggressive behavior, including parenting style which is the biggest contribution in influencing children's behavior. The condition in which someone can behave passive-aggressively is the results of parenting, such as authoritarian parenting in which parents do not encourage children to express their feelings openly (Malwa, 2017). It is what makes a person passively vent his negative emotions. Correspondingly, various family parenting styles can result in the development of passive-

aggressive behavior (Rabkin, 1965). The role of parents is very big in the formation of passive-aggressive behavior. Parenting can affect children in several ways (Pertiwi, & Muminin, 2020); these people are unable to directly express their feelings of anger and aggression towards authority, instead relying on subtle passive maneuvers but releasing their feelings (Dewi, Pulungan, & Romlah, 2019). Thus, outbursts of anger allow the shaping of the child's character into holding back his/her feelings, fear of the power of others, stubbornness, sullenness, hatred, feeling unfair, and procrastination.

CONCLUSION

The results of the discussion above showed that the influence of single-parent family parenting on adolescents is the emergence of maladaptive behavior, such as passive-aggressive. Passive-aggressive behavior has a risk of pathological symptoms in adolescent psychology which needs to be intervened immediately by teachers in schools, especially school counselors in implementing services to help students develop more optimally. It should be underlined that this study has certain limitations, including a limited sample size, and that more studies with larger samples are needed. Future studies may also consider the student's internal (motives and motivations) and external (environmental) factors.

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